

REDDIFORD SCHOOL

INCLUDING EYFS

ABLE AND TALENTED POLICY

(Providing ACE – Acceleration, Challenge & Enrichment)

Introduction

The policy outlines the schools practice and procedures relating to the support of exceptionally able and talented children. It outlines the way the school:

- Identifies what exceptionally able and talented means
- Identifies the procedures used to support these children
- Provides coherent support to staff so that they can meet the needs of these children
- Maintains a manageable able and talented register.

Identification

Able pupils continually perform within the average ability for their year group. More able pupils continually perform above the average ability for their year group. The school recognizes, in line with DfE guidelines, that “able and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.” The school would, therefore in most cases, expect to identify between 5% and 10% of each year group as exceptionally able and talented, although this will change from year to year. As a high achieving school the majority of pupils are normally working at levels ahead of those expected under the National Curriculum.

As a school we have identified the following areas as being the main areas of ability. Following DfE guidance, category A includes able pupils and B to F pupils who are talented. We also seek to identify pupils who could fit into these categories in the future (G) and who are not fulfilling their possible potential.

- A** Intellectual (aspects of language, mathematics, science)
- B** Creative (aspects of science, D+T, creative writing)
- C** Artistic (art, music, drama)
- D** Practical (technological, hands on)
- E** Physical (sport, dance, movement)
- F** Social (Personal, interpersonal, leadership qualities)
- G** A pupil with perceived ability who is seemingly under-achieving.

Identification Strategies

Staff, pupils, parents and carers will all be involved with the identification. The strategies used will include;

1. Identification by staff using professional judgements/observations within the class environment, class-work, a comment on ROR (Remarking on the Remarkable) and test/assessment results.
2. Information from parents or carers.
3. Identification by a previous teacher, previous school, external agency or organisation.
4. Discussion with the children.

The School Register

Pupils who have been identified by a teacher as being exceptionally able and talented are entered onto the school's A&T register. Throughout the year, teachers are able to make recommendations using a separate form. Also, at the end of each academic year, teachers make comments about children who have demonstrated particular talents in a variety of areas. The Learning Support Co-ordinator collates these and adds the names to the register. At the beginning of an academic year, a copy of the able and talented register is given out to staff, enabling them to be aware of the individual children they teach. Areas of ability are recorded using one of the categories (A-G) with further reference made to which aspect or aspects they are able or talented in. The parent or carer may be consulted before the pupil's name is put on the register. The register is reviewed once a year at a meeting with all staff and the progress of each child towards their targets is evaluated. The register is also updated on an ongoing basis. If a pupil is not reaching their targets, these can be reviewed or adjusted at this meeting. Parents would be made aware of teacher assessment and their child's particular competence in certain areas through the end of year school report and, where appropriate, during parents' evenings.

Identification Strategies

Able & Talented - Adding and Reviewing Procedure

Able & Talented information can be found here: R:\Common\Able & Talented.

For children already on A & T register:

- Teachers/Subject Co-ordinators to check A&T register for the current academic year.
- Subject teacher to review targets for each child (saved in Profile folders).
- Make **one new version** of the form with targets and provision clearly outlined and date the file. All relevant assessment results should also be completed.
- If a child has been identified as Able & Talented in multiple areas, all information should be recorded on **one single form**.
- Save as a new A&T form within the child's profile folder.

Children being added to A & T register for the first time:

Staff, pupils, parents and carers will all be involved with the identification. The form is to be completed by the teacher identifying Able & Talented pupil in discussion with the Subject Coordinator.

The strategies used will include;

Identification by staff using professional judgements/observations within the class environment, class-work, a comment on ROR (Remarking on the Remarkable) and test/assessment results.

Information from parents or carers.

Identification by a previous teacher, previous school, an external agency, or an organisation.

Discussion with the children.

Save the A & T form in the Pupil Profile folder

Copy sent to Learning Support Coordinator so the child can be placed on register. A copy should also be sent to:

- Class teacher
- Subject Coordinator
- Head of Department
- Deputy Head Academic
- A & T forms are reviewed twice a year.

Teaching and Learning

It is important for exceptionally able and talented children to work at an appropriate pace and to experience a variety of teaching and learning styles. Most of our exceptionally able children grasp concepts quickly and are ready to move onto the next or more demanding work. At times they may also require more time than others to complete work to their own satisfaction. Not all of our exceptionally able children will be good at all subjects, and this results in some exceptionally able and talented children working in different ability groups for different subjects.

As appropriate, teachers provide differentiated activities and a range of support and resources for exceptionally able and talented children. These may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working.

Curriculum and Organisation

Curriculum

The school curriculum is planned to encourage the maximum progress for all children, including exceptionally able and talented children. Curriculum policies often refer to the needs of children of different abilities and will describe the different expectations of children. The expectations of children's achievements will be reflected in the key learning objectives of a teacher's own planning. Due regard is given to equal opportunities to ensure that exceptionally able and talented children are provided with a full and balanced school and curriculum experience.

There are also a range of extracurricular clubs, activities and events throughout the year which celebrate and nurture the skills of children with exceptionally high ability in a variety of subject areas. These include:

- Clubs – Chess, Thinking Skills, Choir, Ensemble, Sports, Science, Scrabble, Mandarin, Art and Current Affairs
- National and local Maths competitions
- Writing, Art and Science competitions
- Performances at local events - Pinner Panto, Hillingdon Hospital, and Harrow Stroke Club
- Music board and LAMDA examinations
- Maths, English and Science Workshops
- School productions and assemblies

Organisation

All exceptionally able and talented pupils are taught in their form groups. In cases where a pupil has abilities that are well beyond those of their peer group, the issue is raised with the Subject or Learning Support Co-ordinator. The class/subject teacher is responsible for:

- Keeping regular assessment data in order
- Planning differentiated lessons for all abilities in their classes
- Completing an individual Able & Talented plan for the pupil
- Contacting the subject and Learning Support Co-ordinator to confirm and support decisions on identification and provision for the exceptionally able and talented pupils.
- Reporting to parents.

Continuity and Progression

Exceptionally Able and Talented children may make very rapid progress in one or more subjects. We aim to make sure that all children make maximum progress through careful planning, so that the work matches the ability of the child. Records (ROR and individual assessment) and lesson planning can then be shared between teachers, across year groups and follow the child from class to class. At the end of each academic year, teachers meet to discuss their new class. At this meeting care is taken to ensure that information about the exceptionally able and talented children will be passed across to the new teacher, along with provision for them.

Inclusion

Classroom support is provided to ensure that all children have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs or background. Exceptionally able and talented children have equal access to all aspects of the curriculum and school life and are encouraged to take a full part. While extension and some additional activities are put in place for the exceptionally able and talented children, it is important that wherever possible this does not detract from their normal experiences. Nor should it be to the detriment of other experiences or subjects of the

curriculum such as group performance, sporting activities or even going out at play time to get exercise or fresh air. Our aim will be for children to fulfil their potential without reducing the whole rounded educational experience.

Extension and Curriculum Opportunities

Our aim is to create a culture in which all children are encouraged to reach high standards, and in which it is acceptable to work hard and be successful. To support this, the school will draw on the resources of the teachers and organise a wide range of activities, which will ensure the groups identified are given some additional experience/support in their selected area. All children, including exceptionally able and talented, are encouraged to use local centres of interest such as museums, galleries, workshops, clubs, sport groups, scouting and guide groups. Children who have been identified as talented at sports will be encouraged to join local sports teams.

Personal and Social Education

Work, both in and outside the classroom, includes a number of opportunities for children to work in small and large groups. This helps to develop a child's personal and social skills. We recognise that the way children work in teams or support each other when discussing ideas or collecting resources and materials, all support their social personal and emotional development.

Some exceptionally able and talented children find working in teams easy. A number show excellent social and leadership skills, but others find teamwork more difficult. The school aims to develop all the abilities of children, including their social and personal abilities, especially if these are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Homework

When setting homework, teachers will have regard to the ability of the child, and in some instances different homework for exceptionally able and talented children may be set.

Leadership and Management

The Learning Support Coordinators are responsible for monitoring the school's provision for such children working with Subject Coordinators on review and development.

The coordinators' role includes:

- Monitoring and reviewing planning to ensure that activities are suitably differentiated.
- Monitoring the progress of the able pupils through analysis of data, work scrutiny and discussions with teachers and assistants

- Providing advice, resources, and support to staff on strategies for exceptionally able and talented pupils
- Feedback decisions regarding pupil's progress to the parents with the class/subject teacher.

How attainment and progress will be monitored, evaluated, and assessed

The assessment of pupils considers the specific skills required in their subjects and a range of standard tests. Work in the core subjects is planned so that there are three levels of expectation, one for the majority of the class, one for the exceptionally more able and one for the less able children. This is measured against the objectives that are set out in the schemes of work. Issues raised during the monitoring process are then discussed with the appropriate person and, if needed, addressed in the School Development Plan. Annually at a staff INSET in May children's attainment is analysed and, if felt necessary, children are added to the Able and Talented register.

Able and Talented Form

Able and Talented: Individual Pupil		Date of Birth:	
Pupil Name:		Form:	
Name of person (s) nominating the pupil			
Reason			
Maths (NFER)	English (NFER)	Reading Age	Other relevant tests
Area of Ability	Tick	Additional Details (Specific skills demonstrated by child)	
A Intellectual (aspects of language, maths, science)			
B Creative (aspects of science, D+T, creative writing)			
C Artistic (art, music, drama)			
D Practical (technological, hands on)			
E Physical (sport, dance, movement)			
F Social (Personal, interpersonal, leadership qualities)			
G A pupil with ability who is presently underachieving			

Proposed action to be taken:		
Provision and Targets		
Monitoring Arrangements		
Additional Support (where necessary)	Extension Work	Out of School Enrichment Activities:

Signed

Date

Teacher/s name/s

Procedure

Form to be completed by teacher identifying Able and Talented pupil in discussion with the Subject Coordinator.

Copy sent to Learning Support Coordinator so the child can be placed on register.;

Information disseminated and copy kept in subject handbook to be reviewed annually.

Also copy sent to:
Class teacher/Subject teacher
Head of Department
Deputy Head